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Action

Professional Services Committee

Recommendations from the English Learner Authorizations Advisory Panel

Executive Summary: At the January, April, and August 2010 Commission meetings, the report containing recommendations from the English Learner Authorizations Advisory Panel was discussed. At the August 2010 meeting, the Commission directed staff to bring back an action item for specified panel recommendations. This agenda item provides panel recommendations for adoption and also provides a proposed implementation plan if the recommendations are adopted by the Commission.

Recommended Action: Staff recommends that the Commission adopt the eight panel recommendations included in this agenda item.

Presenters: Phyllis Jacobson, Claudia Lockwood, and Paula Jacobs, Consultants, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

September-October 2010

Adoption of Recommendations from the English Learner Authorizations Advisory Panel

Introduction

In February 2008, a stakeholder meeting was held to discuss the current credentialing system as it relates to preparation to teach English learners (EL). This discussion led to the development of an agenda item presented to the Commission at its April 2008 meeting during which the Commission directed staff to convene an advisory panel to consider the range of English learner authorizations and make recommendations to the Commission as appropriate to meeting the needs of English learners (<http://www.ctc.ca.gov/commission/agendas/2008-04/2008-04-2E.pdf>). Commission direction to staff included asking the panel to look at the possibility of establishing a new single subject credential in the teaching of English as a New Language in addition to looking at English learner authorizations. This agenda item is presented in two parts: Part I provides the recommendations from the English Learner Advisory Panel for the Commission's consideration and possible adoption; Part II describes the revised English Learner authorizations and sequence of work that needs to be completed.

Background

The panel's report was presented initially to the Commission in January 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-01/2010-01-2F.pdf>) and was discussed further in April 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-04/2010-04-3B.pdf>) and August 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-08/2010-08-5D.pdf>). At the August 2010 meeting, the Commission directed staff to bring back an action item for adoption of specified panel recommendations.

Part I: Recommendations for Consideration and Possible Adoption

Based on the Commission's discussion at the August 2010 meeting, eight panel recommendations are being presented for Commission adoption. These recommendations are as follows:

- 1) The panel recommends that the SB 2042 Teacher Preparation and the Teacher Induction standards relating to the preparation of teachers to teach English learners be reviewed and updated/revised as necessary to reflect current research and issues in the field, including a specific focus on "academic language" and "academic literacy" in the context of teaching English learners.
- 2) The panel recommends that the Single Subject Teacher Preparation Program Standards be reviewed, updated and revised to reflect the need for single subject teachers to develop the knowledge, skills, and abilities necessary to successfully use Specially Designed Academic Instruction in English (SDAIE) strategies not only in general, but also as these strategies apply to the particular subject area of the credential.
- 3) The panel recommends that the preparation standards for the Preliminary Administrative Services Credential be reviewed, updated and revised to assure that the content provided

within preparation programs regarding English learners reflects current research and issues in the field, including but not limited to issues of “academic language,” “academic literacy,” program instructional models for EL students, EL student placement and course scheduling issues, and management of EL instructional programs to facilitate student learning.

- 4) The panel recommends that preparation standards for Pupil Personnel Services credentials be reviewed, updated and revised to assure that the content provided within the preparation programs regarding English learners reflects current research and issues in the field relating to the needs of English learners and instructional programs for English learners to facilitate student growth and learning.
- 5) The panel recommends that the EL authorization for SB 2042-prepared single subject teachers should be limited to authorizing the holder to provide SDAIE instruction only and should not include an authorization to provide English language development (ELD).
- 6) The panel recommends that further study be given to the issue of the possibility of establishing an advanced English Learner authorization in order to provide an instructional and a professional development resource to elementary and especially to secondary teachers, and potentially also to administrators, with respect to teaching English learners in the content areas.
- 7) The panel recommends that the Commission discontinue the use of the terms “Languages Other Than English” (LOTE) and “Foreign Languages,” and use instead the term “World Languages.”
- 8) The panel recommends that a credential in the area of English as a New Language, or English as a World Language, be developed, and that a panel of experts in the field be convened to develop subject matter competencies and program standards relating to this credential area.

Panel Recommendation not currently proposed for adoption

In addition to the eight recommendations above, the panel’s original set of recommendations also included the following:

- 9) The panel recommends that further study be given to the issue of whether the EL authorization for SB 2042-prepared multiple subject teachers should include both SDAIE and ELD.

At its August 2010 meeting the Commission discussed this recommendation at length and determined that the EL authorization for SB 2042 multiple subject teachers should continue to include both SDAIE and ELD. As a result, this recommendation is not among those being presented for Commission action at this time. However, the issue of strengthening the preparation for multiple subject teachers with respect to ELD is addressed in the implementation plan for Panel Recommendation 1 (see below).

Staff Recommendation

Staff recommends that the Commission adopt the eight recommendations from the English Learner Advisory Panel as listed above.

Part II: Revised English Learner Authorizations System and Sequence of Work

The discussion below describes what the revised English Learner Authorizations system would look like if the Commission adopts the recommendations. This system would be more responsive particularly to the needs of English learners to learn English for both academic and social usage in order to reduce the achievement gap between English learners and their English-primary language peers. The system would also address increased preparation of teachers for applying SDAIE strategies specifically within each of the content areas to improve services provided in English to English learners, especially at the secondary level.

Table 1: Proposed Revised English Learner Authorization Structure

Credential	Applicable Standards/Content	EL Authorization
Multiple Subject	SB 2042 Multiple and Single Subject Teacher Preparation Standards (2001, rev. 2009)	SDAIE ELD
Single Subject	SB 2042 Multiple and Single Subject Teacher Preparation Standards (2001, rev. 2009)	SDAIE
Education Specialist	Education Specialist Preparation Standards (2009)	SDAIE ELD
Designated Subjects	Career Technical Education and Adult Education Preparation Standards	SDAIE -
CLAD (CTEL Program or exam)	CTEL (CLAD) program standards/ examination content specifications (2005)	SDAIE ELD
Single Subject English as a World Language/ English Language Development	No current standards-new standards would need to be developed. Standards would reflect content from both the World Language and CLAD/CTEL	ELD
English Learner Specialist/Instructional Leader	No current standards-new standards would need to be developed modeled on other specialist program standards	SDAIE ELD

Proposed Implementation Plan

In order to implement the English Learner Authorization structure outlined above, a series of standards review, revisions, and/or new development would need to take place.

The foundational work that would underlie the recommendations concerning revision to all of the program standards would be the review of the current CLAD/CTEL program standards and content specifications for the CTET examination. The major focus of this work would be to review and possibly update the content specifications with respect to English Language Development and SDAIE strategies across the content areas. This would be the initial task to implement the panel's recommendations. Following the CLAD/CTEL program standards and content specifications review and updating, the next key piece of work would be to develop standards and content specifications for the new Single Subject English as a World Language/ELD credential. This work would include reviewing not only the CLAD/CTEL and World Language standards and content specifications, but also the Teachers of English to Speakers of Other Languages (TESOL) program standards from other states as well as from the National Board for Professional Teaching Standards ESL content specifications. At the same time, the terminology change from "LOTE" and "Foreign Language" to "World Language" would be undertaken within Commission documents and examination bulletins.

The third key area of work to be addressed would be the revision of the different sets of program standards, as follows.

- a. *Multiple Subject and Education Specialist Preparation Standards:* The Multiple Subject and the Education Specialist preparation standards would need to be revised with respect to general updating based on the revisions made to the CLAD/CTEL standards and content specifications. Standards may need to clarify or expand the preparation provided specifically in the area of English Language Development.
- b. *Single Subject Preparation Standards:* The Single Subject preparation standards would need to be revised with respect to general updating based on the revisions made to the CLAD/CTEL standards and content specifications. Although the Single Subject credential would no longer carry an ELD authorization, single subject candidates should still be provided with basic information about ELD to support the effective implementation of SDAIE instruction to EL students at various levels of English language proficiency. This ELD would be similar to that which has been provided under the current SB 2042 program standards.
- c. *Designated Subjects Preparation Standards:* The Designated Subjects preparation standards would need to be revised with respect to general updating based on the revisions made to the CLAD/CTEL standards and content specifications as they relate to academic content instruction/SDAIE.
- d. *Preliminary Administrative Services and Pupil Personnel standards:* With respect to the Administrative Services standards, the revisions would focus mainly on inclusion of research and best practices in the area of effective ELD and content area instruction for EL students to help prepare administrators to be effective instructional leaders for all teachers and students. With respect to the Pupil Personnel standards, the revisions would focus mainly on assuring that pupil personnel staff understand instructional models and programs for EL students, including issues such as EL student placement and course scheduling, the role of the primary language, culture and community, and consistency of program placement across grades to facilitate student learning.

The final piece of work would be to develop new standards for the English Learner Specialist/Instructional Leader authorization. As there are no current standards in this area, the work would follow the structure of the Mathematics and Reading Instructional Specialist authorizations and would entail developing new program standards. Table 2 provided in Appendix B summarizes the sequence of the work as described above and identifies the current timeline for the work, if applicable. If the Commission adopts the recommendations, some timelines would need to be revised.

Next Steps

If the Commission adopts the eight recommendations presented in this agenda item, staff would begin the work as described in the proposed implementation plan.

Appendix A

English Learner Authorizations Advisory Panel (2009)

Name	Grade Level	Affiliation
Irene Oropeza-Enriquez		CTC – Commissioner Liaison to the Panel
Elodia Ortega-Lampkin	Elementary	ACSA – Woodland Joint Unified School District
Magaly Lavadenz	IHE	AICCU – Loyola Marymount University
Pansy Ceballos	Administrator	CCSESA – Tulare County Office of Education
Myron Berkman	Secondary	CFT – Berkeley Unified
Robert Hidalgo	Administrator	CSBA – Rowland USD
Zulmara Cline	IHE	CSU – CSU Chancellor’s Office
Kathy Harris	Elementary	CTA – Shaefer Elementary School
Cheryl Forbes	IHE	UC – UC San Diego
Therese Tiab		California Department of Education
Dorothea Bell	Elementary	Winters Joint Unified School District
Barbara Hernandez	Elementary	Orange Unified School District
Sharon Lazo-Nakamoto	Elementary	Long Beach Unified School District
Grace Lee	Elementary	Chino Valley Unified School District
Shirley Day	Secondary	Poway Unified School District
Amanda Kibler	Secondary	Stanford University/Charter School
Anthony Martinez	Secondary	Antelope Valley Union High School District
Maria Navarro	Secondary	San Francisco Unified School District
Duarte Silva	Secondary/IHE	California Foreign Language Project, UC President’s Office/Stanford Univ.
Nicole Naditz	Secondary	San Juan Unified School District
Linda Ventriglia-Navarrette	IHE	National University
Carol Anderson-Woo	Administrator	Tracy Unified School District

Appendix B

Proposed Sequence of Work

Area of Work	Review and/or Revisions Needed	Currently-Scheduled Time Frame
CLAD/CTEL Program Standards and Examination	<ul style="list-style-type: none"> • Review preparation standards with respect to sufficiency of preparation for ELD instruction of EL students • If necessary, based on the results of the review, revise the CLAD program standards and the CTET examination item bank for item revision and/or addition with respect to preparation for ELD instruction of EL students 	2015-2016
Single Subject English as a World Language/English Language Development Credential	<ul style="list-style-type: none"> • Review current California preparation standards: 2042, CTET, World Language • Review other professional standards for similar areas: TESOL, National Board Standards • Develop new standards • Develop new CSET examination 	N/A
Teacher Preparation Standards: Multiple Subject and Education Specialist	<ul style="list-style-type: none"> • Review current preparation standards with respect to emphasizing effective ELD and content area instruction (SDAIE) for EL students • Emphasize literacy preparation to meet linguistic needs of EL students with respect to ELD Amplify the standards to include SDAIE strategies including how to teach the academic language and linguistic structures reflected within the academic content standards. 	2012-2013 (General Education) 2018-2019 (Education Specialist)
Teacher Preparation Standards: Single Subject	<ul style="list-style-type: none"> • Review preparation standards with respect to emphasizing effective content area instruction for EL students including sufficient ELD to support the effective implementation of SDAIE. • Amplify the standards to include SDAIE strategies in each specific content area including how to teach the academic language and linguistic structures reflected within the academic content standards. 	2012-2013 (General Education)
Teacher Preparation Standards: Designated Subjects	<ul style="list-style-type: none"> • Amplify the standards to include SDAIE strategies in each specific content area including how to teach the academic language and linguistic structures reflected within the academic content standards. 	2019-2020 (Designated Subjects)

Area of Work	Review and/or Revisions Needed	Currently-Scheduled Time Frame
Change terminology to “World Languages	<ul style="list-style-type: none"> • Review CTC usage of “LOTE” and “Foreign Language” terminology for appropriate terminology changes and mechanisms (includes PSD, CAW, and Exams usages) 	N/A
Preliminary Administrative Services Credential Program Standards	<ul style="list-style-type: none"> • Review preparation with respect to research and current best practices in the area of effective ELD and content area instruction for EL students to enable candidates to be effective instructional leaders for all teachers and students • Provide more preparation and emphasis with respect to instructional models and program models for EL students, including issues such as SDAIE strategies; academic language and literacy; the role of the primary language, culture and community; EL student placement and course scheduling; consistency of EL instructional program for students across grades; and management of instructional programs for ELs to facilitate student learning 	2011-2012
Pupil Personnel Preparation Standards	<ul style="list-style-type: none"> • Provide more preparation and emphasis with respect to instructional models and program models for EL students, including issues such as EL student placement and course scheduling; the role of the primary language, culture and community; and the consistency of EL instructional program placements for students across grades to facilitate student learning 	2011-2012
English Learner Specialist/ Instructional Leader	<ul style="list-style-type: none"> • No current standards • New standards to be developed would parallel the structure of other specialist program standards 	N/A